

**GRADE**

**5**

# KENTUCKY

**K-PREP**

Kentucky Performance Rating For Educational Progress



## READING SAMPLE ITEMS

Spring 2013

The following are the general guides that will be used to evaluate your responses to short-answer and extended-response questions in this test.

## Kentucky Short-Answer Questions General Scoring Guide

### Score Point 2

- You complete all components of the question and communicate ideas clearly.
- You demonstrate an understanding of the concepts and/or processes.
- You provide a correct answer using an accurate explanation as support.

### Score Point 1

- You provide a partially correct answer to the question and/or address only a portion of the question.
- You demonstrate a partial understanding of the concepts and/or processes.

### Score Point 0

- Your answer is totally incorrect or irrelevant.

### Blank

- You did not give any answer at all.

# Kentucky Extended-Response Questions

## General Scoring Guide

### Score Point 4

- You complete all important components of the question and communicate ideas clearly.
- You demonstrate in-depth understanding of the relevant concepts and/or processes.
- Where appropriate, you choose more efficient and/or sophisticated processes.
- Where appropriate, you offer insightful interpretations or extensions (generalizations, applications, analogies).

### Score Point 3

- You complete most important components of the question and communicate clearly.
- You demonstrate an understanding of major concepts even though you overlook or misunderstand some less-important ideas or details.

### Score Point 2

- You complete some important components of the question and communicate those components clearly.
- You demonstrate that there are gaps in your conceptual understanding.

### Score Point 1

- You show minimal understanding of the question.
- You address only a small portion of the question.

### Score Point 0

- Your answer is totally incorrect or irrelevant.

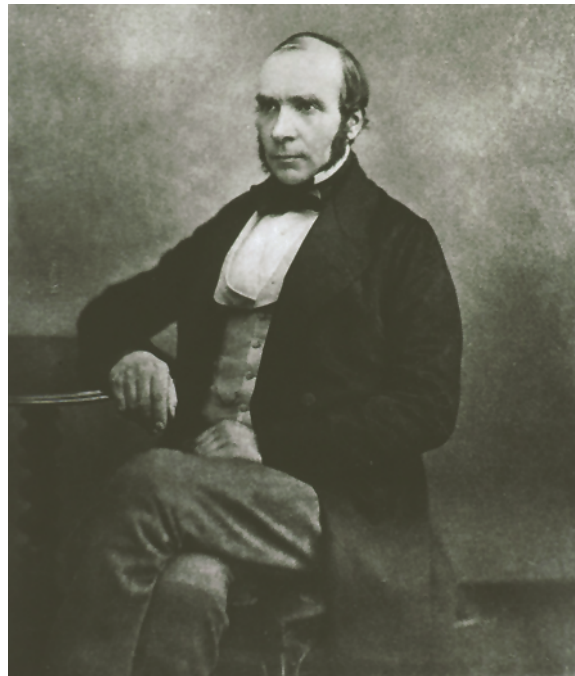
### Blank

- You did not give any answer at all.

*John Snow was an early contributor to our understanding of the diseases that spread through cities. Read the paragraph about John Snow's life and the poem about his discovery of what caused an illness. Then answer the questions that follow.*

## John Snow

John Snow received his M.D. degree from the University of London in 1844. In 1849, he first suggested that the dreaded cholera disease was transmitted to humans through contaminated water. Most experts at the time were convinced that cholera was transmitted through the air. Finally, in 1854 after London was stricken once again with a cholera epidemic, Snow discovered that a water supply downstream from the city that was pumped to the Broad Street pump was the culprit. He determined this by tracking the water supplies and the concentrations of cholera in certain populated locations. The Broad Street pump was pinpointed as the prime location of contamination and the pump handle was removed, preventing further water from being drawn there.



He was born in Yorkshire, England, in 1813  
when life was short and people lean.  
His father William labored in the yard;  
There was little money, though William worked hard.

- 5 As a child, John Snow was bookish and smart.  
Not well suited to pushing shovel and cart.





Hoping to be a doctor, he got his education,  
He wanted to find a cure for his ailing nation.

- In London, cholera spread quickly through town,  
10 But in 1831, there was no cause to be found.  
People suffered vomiting, cramps, and dehydration.  
The suffering he witnessed *defied* imagination.

- John Snow couldn't help them; he did not know  
what caused the nasty symptoms of disease to show.  
15 At that time no one knew how cholera was spread,  
Communities facing cholera could only count the dead.

- He would solve the mystery, the intelligent John Snow.  
In this young man's mind, a brilliant plan began to grow.  
He considered the two main theories scientists believed:  
20 that awful smells or nasty germs caused the dread disease.

Snow preferred the consequence chain the germ theory traced:  
that cholera was spread by water soiled with human waste.  
In 1853, he got the chance he needed *to put ideas to the test*  
of reacting to vomiting, cramps, dehydration, and all the awful rest.

- 25 John Snow went to Soho, a suffering neighborhood,  
to apply his knowledge learned to do people there some good.  
He made a map and marked each place that cholera fell  
then mapped out the water source for both dying and well.

- Now John Snow proved something that changed the course of history.  
30 He demonstrated he had solved the terrifying mystery.  
The water pump on Broad Street was where the cholera broke out.  
The sick, and only the sick, had drunk the water from its spout.

- John Snow followed water from the Broad Street well  
and showed all that disease did not result from smell.  
35 Tracing the disease through his charts and maps,  
His theories were affirmed; he could bring Soho stats.

- He went to the local government and filed his reports;  
Some officials did not believe him but withheld their retorts.  
The handle of the Broad Street pump was promptly removed  
40 as an experiment by which the theories of John Snow might be proved.



Behold, there was a miracle that day.  
The cholera immediately went away.  
John Snow was right, and his critics were very wrong.  
His ideas, true; his methods, sound; and the evidence was strong.

- 45 Still the debate continued for many years;  
Science is slow, and disease arouses fears.  
Finally the 1880s showed John Snow's conclusions accepted;  
His work is now applied to help the ill, and to treat the infected.

1

Lines 9–12 are important to the poem because they —

- A** explain the cause of cholera's spread
- B** give the purpose of John Snow's plan
- C** provide the reason for the germ theory
- D** describe the need for John Snow's work

3

In line 23 of the poem, the phrase *to put ideas to the test* means to —

- A** reject ideas
- B** try out ideas
- C** revise ideas
- D** think up ideas

2

Based on the context, what does the word *defied* mean in line 12 of the poem?

- A** Relied on
- B** Resisted
- C** Encouraged
- D** Resulted from



*Read this article about attempts to stop the spread of a disease in our time.*

## Fighting Cholera in Haiti

- 1 Since October 2010, about 520,000 people in the Caribbean country of Haiti have suffered from cholera, and 7,000 have died from it. After the Haitian earthquake in January 2010, people around the world donated money for temporary camps with clean water and facilities. Since then, however, the situation has worsened. In 2012, it was estimated that only 7 percent of Haitians still living in these temporary camps in Port-au-Prince had clean drinking water.
- 2 A health care organization, Partners in Health, has worked with the Haitian government on a large-scale cholera vaccination program. Unfortunately, the 100,000 people receiving the vaccine represent only about one percent of Haiti's population. Vaccinating every Haitian citizen would require a five-year program or a massive increase in the production of the vaccine.

4

How does "Fighting Cholera in Haiti" support the work of John Snow?

- A** It proves that a vaccine can be an important tool to prevent cholera.
- B** It emphasizes that diseases are spread through unclean drinking water.
- C** It demonstrates that medical experts still have much to learn about cholera.
- D** It suggests that cholera spreads more quickly through cities than through rural areas.

*Read this poem about another doctor who lived long before John Snow.*

## Edward Jenner

Smallpox! It was a horrible, contagious disease  
That brought nations around the world to their knees.  
In the 1700s, 600,000 per year in Europe went to the grave.  
In the 20th century, millions of others could not be saved.

- 5 Edward Jenner noticed those who caught cowpox from cows  
Seemed immune from much deadlier smallpox somehow.  
The London-trained doctor thought the milder disease  
Protected them from becoming smallpox tragedies.

- In 1796, he inoculated cowpox into a young lad's arms  
10 In hopes it would keep him from serious harm.  
The test proved the theory to Jenner's satisfaction:  
Later, exposed to smallpox, the boy had no reaction.

Edward Jenner's methods were systematic and scientific.  
Eventually, the effects of this country doctor's work were terrific.

- 15 Just think: smallpox has been virtually wiped from the planet now.  
He even invented the word "vaccination" from the Latin for "cow."

5

Based on the poems "John Snow" and "Edward Jenner," why can both men be described as inventive?

- A** Both men thought of a new medical term.
- B** Both men cured people of an illness.
- C** Both men discovered a way to prevent a disease.
- D** Both men demonstrated how diseases spread.



6

Explain how the speaker's point of view, or attitude, influences the way that John Snow's life and work is presented in the poem. Use specific details from the poem "John Snow" to support your answer.

Rubric	
Score	Description
2	The student clearly explains how the speaker's point of view, or attitude, influences the presentation of John Snow's life and work in the poem. The student clearly supports the answer with specific, relevant details from the poem.
1	The student explains how the speaker's point of view, or attitude, influences the presentation of John Snow's life and work in the poem, but there are no specific, relevant details provided to support the explanation.
0	The student's response is totally incorrect or irrelevant.

## Annotated Student Response

### SAMPLE 2-POINT RESPONSE

1. The speaker's point of view, or attitude, influences the way John's life and work is presented in the poem by saying the passage or how his work was a miracle. For example, in the passage it said "behold, there was a miracle that day" which means the writer is saying his was a life saver that day. I know this because in the next sentence it says, "the cholera immediately went away."

### ANNOTATION — 2-POINT RESPONSE

The student clearly explains how the speaker's point of view influences the presentation of John Snow's life and work in the poem (*his work was a miracle*). The student clearly supports the answer with specific, relevant details from the poem (*'behold, there was a miracle that day' which means [Snow]...was a life saver that day.... 'cholera immediately went away'*).

## Annotated Student Response

### SAMPLE 1-POINT RESPONSE

1. The speaker's attitude influences on the way that John Snow's life is presented in the poem. This makes John Snow sound like he is a caring, helpful person who wants to help the common good and never gives up.

### ANNOTATION — 1-POINT RESPONSE

The student explains how the speaker's point of view influences the presentation of John Snow's life and work in the poem (*he is a caring, helpful person who wants to help the common good and never gives up*), but the student does not provide specific, relevant details to support the explanation.

**Annotated Student Response****SAMPLE 0-POINT RESPONSE**

1. The Speakere's point of view, or latitude, influences the way that John Snow's life and work is represented in the poem is John Snow was the first person that made cholera.

**ANNOTATION — 0-POINT RESPONSE**

The student's response is totally incorrect (*John Snow was the first person that made cholera*). The student fails to explain how the speaker's point of view influences the way John Snow's life and work is presented in the poem.





7

**Part A** Explain one way that John Snow's work with cholera and Edward Jenner's work with smallpox were alike.

**Part B** Explain one way their work was different.

Use details from both poems to support your answers.

Rubric	
Score	Description
4	The student accurately explains one way in which Edward Jenner's and John Snow's work was alike and one way it was different. The student uses specific and relevant details from both passages to support the similarity and difference.
3	The student accurately states one way in which Edward Jenner's and John Snow's work was alike and one way it was different, but with little or no explanation. The student uses specific, relevant details from both passages to support the similarity and difference. OR The student accurately explains one way in which Edward Jenner's and John Snow's work was alike or one way it was different. The student supports either the similarity or difference with specific, relevant details from both passages.
2	The student accurately explains one way in which Edward Jenner's and John Snow's work was alike or one way it was different. The student may generally allude to relevant details from one or both passages, but there is a lack of specificity.
1	The student identifies, without explanation, one way the men's work was alike or different with no specific, relevant details provided for support.
0	The student's response is totally incorrect or irrelevant.

## Annotated Student Response

## SAMPLE 4-POINT RESPONSE

2. A. John Snow's work was like Edward Jenner's because they both pinpointed how to prevent them getting these diseases. I know this because in the John Snow poem it said "He demonstrated he had solved the terrifying mystery. The water pump on Broad Street was where the cholera broke out. The sick, and only the sick, had drunk the water from its spout." Also in Edward Jenner's poem it said "Edward Jenner noticed those who caught cowpox from cows seemed immune from much deadlier smallpox somehow."

B. Their work was different because they had different ways to prevent the diseases. I know this because John Snow's poem said "Snow preferred the consequence chain the germ theory traced: that cholera was spread by water soiled with human waste." In Edward Jenner's poem it said "In 1796, he inoculated cowpox into a young lad's arms in hopes it would keep him from serious harm. The test proved the theory to Jenner's satisfaction: Later, exposed to smallpox, the boy had no reaction."

#### ANNOTATION — 4-POINT RESPONSE

The student accurately explains one way in which Edward Jenner's and John Snow's work was alike (*they both pinpointed how to prevent them getting these diseases*) and one way it was different (*they had different ways to prevent the diseases*). The student uses specific and relevant details from both passages to support the similarity (*'He demonstrated he had solved the terrifying mystery. The water pump on Broad Street was where the cholera broke out. The sick, and only the sick, had drunk from its spout' .... 'Edward Jenner noticed those who caught cowpox from cows seemed immune from much deadlier smallpox somehow'*) and the difference (*'Snow preferred the consequence chain the germ theory traced: that cholera was spread by water soiled with human waste' .... 'In 1796, he inoculated cowpox into a young lad's arms.... The test proved the theory to Jenner's satisfaction: Later, exposed to smallpox, the boy had no reaction'*).

## Annotated Student Response

## SAMPLE 3-POINT RESPONSE

① One way John Snow's work and Edward Jenner's work are alike because they both tested it out on somebody or something who has it or who doesn't have it. For example, John Snow went to Soho a place where it is filled with sick people and Edward Jenner tested cowpox in one person and then put smallpox in the same person. I know this because they were trying to figure out what was happening to them.

② They are different because John Snow tested a whole town and Edward Jenner's tested it on one person. For example, John tested it in a town called Soho and Edward tested it on a young lad and. I know this because it says in the first poem it says it in part "35" and in the second poem it says it in part "10"

### ANNOTATION — 3-POINT RESPONSE

The student accurately identifies one way in which Edward Jenner's and John Snow's work was alike (*they both tested...on somebody or something who has it or who doesn't have it*) and one way it was different (*John Snow tested a whole town and Edward Jenner tested it on one person*), but with little or no explanation. The student uses specific, relevant details from both passages to support the similarity (*John Snow went to Soho a place...filled with sick people and Edward Jenner tested cowpocks in one person*) and the difference (*John Snow tested it in a town called Zoho and Edward tested it on a young lad*).

**Annotated Student Response****SAMPLE 2-POINT RESPONSE**

2. A. They were alike because John Snow prevented cholera from happening again and Edward Jenner prevented smallpox from happening again. I know this because in the poem about John Snow it says, "Behold, there was a miracle that day. The cholera immediately went away." In the poem about Edward Jenner it says, "Just think: smallpox has been virtually wiped from the planet now."

B.

**ANNOTATION — 2-POINT RESPONSE**

The student accurately explains one way in which Edward Jenner's and John Snow's work was alike (*John Snow prevented cholera from happening again and Edward Jenner prevented smallpox from happening again*). The student generally alludes to relevant details from both passages ( '*Behold, there was a miracle that day. The cholera immediately went away*'.... '*Just think: smallpox has been virtually wiped from the planet now*' ), but there is a lack of specificity in the support.



**Annotated Student Response****SAMPLE 1-POINT RESPONSE**

2. A couple of ways there work was adlited is because they had tryed many ways of figuring this out.

~~PS~~ A way there work was different is John was dealing with cholera and Edward was dealing with smallpox.



#### ANNOTATION — 1-POINT RESPONSE

The student identifies, without explanation, one way the men's work was different (*John was dealing with cholera and Edward was dealing with smallpox*) but fails to provide specific, relevant details for support. The student attempts to address how the work of John Snow and Edward Jenner was alike but the explanation is too vague to determine whether it is relevant (*they had tried many [ways] of figuring this out*).

**Annotated Student Response****SAMPLE 0-POINT RESPONSE**

2. A. One way of how the disease were alike was that they both are formed from a cow.

B. One they work is different is that Cowpox is a no reaction but the Small-pox is a reaction.

**ANNOTATION — 0-POINT RESPONSE**

The student's response is totally incorrect (*they both are formed from a cow; cowpox is a no reaction but the smallpox is a reaction*). The student does not explain how the work of John Snow and Edward Jenner was alike or different.

### Item Information

Question Number	Key	DOK*	KCAS Primary Standard**
1	D	3	RL.5.5
2	B	2	L.5.4a
3	B	2	L.5.5b
4	B	3	RI.5.9
5	C	3	RL.5.9
6	NA	3	RL.5.6
7	NA	3	RL.5.9

\*DOK is the abbreviation for Depth of Knowledge. Please note that DOK is associated to the complexity level of an assessment item and is not aligned to the standard. Further information regarding DOK can be accessed on the Kentucky Department of Education Web site:

<http://education.ky.gov/curriculum/docs/Pages/Content-Specific-Core-Content-for-Assessment-DOK-Support-Materials.aspx>

\*\*Further information regarding Common Core Standards can be accessed on the Common Core Web site:

<http://www.corestandards.org>

## ACKNOWLEDGMENTS

“John Snow” Photo Public Domain.



PEARSON